

## Cluster8D – CSI Trois-Rivières

Crime Scene Investigation Trois- Rivières

### Lesson 3

Grade: 8 FSL	Duration: 1h	
<b>Specific Learner Outcomes:</b>	<b>Learning Objective:</b>	<b>Assessments:</b>
<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"><li>understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted written texts</li></ul> <p><b>Listening Comprehension</b></p> <ul style="list-style-type: none"><li>understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted oral texts</li></ul> <p><b>Language</b></p> <ul style="list-style-type: none"><li>prepositions and prepositional phrases</li></ul>	<p>Students will be able to follow simple directions.</p> <p>Students will be able to identify the placement of something using prepositions.</p> <p>Students will be able to read simple directions and locate a person on a map.</p>	<p>Formative assessment: Assess students' reading comprehension with 8D-10.</p> <p>Assess students' understanding of prepositions during game play.</p> <p>Assess students' understanding of basic directions with Simon Says.</p>

#### Preparation required:

- Print off resource 8D-9 (1 for every student)
- Print off resource 8D-10 (1 for every student)
- Print off resource 8D-10.1 (1 for teacher, key)
- Print off resource 8D-11 (1 for every student)

### **Introduction (5 minutes):**

Hook/Attention grabber: *Un alibi est utilisé pendant la défense pour vérifier que le défendant n'était pas aux scènes du crime quand le crime était commis.* An alibi is what is used in a defense to state that the defendant was not at the scene of the crime when the crime was committed.

Ask students to brainstorm what they believe would make a good alibi. Take time for students to provide a variety of responses. Today, we will be focusing on identifying the places suspects identified in their alibi statements.

### **Pre-task (20 minutes):**

Hand out resource 8D-9 to every student. Allow the students time to read the list of key vocabulary related to landmarks and directions. Students will familiarize themselves with following simple directions and the prepositions that will be used in the task by playing Simon Says and Prepositions. For these games you will need to choose a game master, this can be a student in the class or you as the teacher. The game master will be responsible for the commands that are called out to the students.

For Simon Says, some of the commands that can be given are "*Jacques a dit courez à la gauche* (Simon says run to the left)", "*Prenez deux pas en avant* (Take two steps forward)." Use simple directions like left, right, forward and backwards. More instructions for Simon Says can be found at the following website <https://tbltfrenchgames.weebly.com/simon-says.html>.

For Prepositions, the commands will all be using prepositions. Example of commands can be "*Assie à côté de votre chaise* (Sit next to your chair)." Instructions for prepositions can be found at the following website <https://tbltfrenchgames.weebly.com/preposition.html>.

### **Task (25 minutes)**

For the task there are three possibilities so choose which one you believe best fits your students' needs. Start by handing out 8D-10.

- 1) Hand out 8D-11, in addition to 8D-10. Students will read the descriptions that are found on resource 8D-11, they will then use the simple directions to locate where the suspect is on the map in resource 8D-11. They can use stickers, draw a line tracing the suspects steps, and/or draw a shape to match each location. A key is provided to check student responses (8D-10.1.)
- 2) Allow students to examine the map. Have students listen to 11.1-11.4. Give students breaks in between recordings so they are able to determine the suspects' routes. Repeat recordings if needed. They can use stickers, draw a line tracing the suspects steps, and/or draw a shape to match each location. A key is provided to check student responses (8D-10.1.)
- 3) Either hand out 8D-11 and have students read-a-along with the recordings, or have students listen to the recordings once before handing out 8D-11 and then play the recordings once they have 8D-11. They can use stickers, draw a line tracing the suspects steps, and/or draw a shape to match each location. A key is provided to check student responses (8D-10.1.)

**Post-task (10 minutes):**

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might be the following:

- Review vocabulary related to directions and prepositions.
- Practice reading comprehension by providing other texts to read and respond to.

**Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, give only the prepositions and no movement.
- To accommodate this lesson for a higher level, use prepositions while playing the game of Simon Says.